Provincial Assessment Results 2021-22
Grades 4 & 6 English Reading Proficiency

Background

The *Grades 4* and *6 English Reading Assessments* were administered to students in the spring of 2022 to assess reading comprehension based on end of *Grade 4* and *Grade 6 Provincial Reading Achievement Standards*. The *Writing and Representing* and *Speaking and Listening* strands are assessed at the classroom level.

In keeping with the Department's assessment protocols, test items were developed by groups of New Brunswick educators, including Grade 4 and Grade 6 classroom teachers and experienced subject area experts. Assessment items were then field-tested and verified through a provincial pilot.

The 2021-22 assessments were administered using an online platform for the first time. Prior to the actual administration, schools were invited to have students familiarize themselves with the platform using an assessment practice that they could access as often as they wished.

A mode study was conducted to identify any impact or bias resulting from the migration to the online platform. Traditional paper versions were administered to ten percent of students, while the rest completed their assessments online. Results of statistical analyses indicate the following:
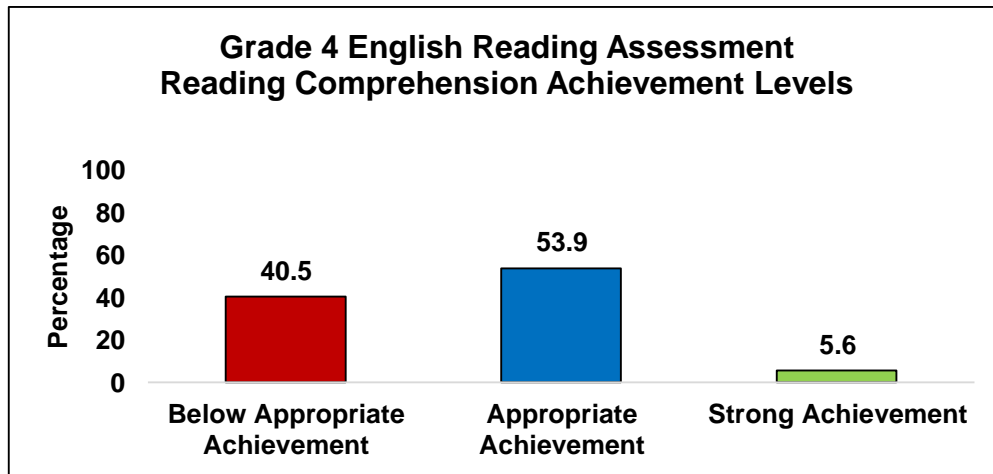
- Online versions of the assessments are statistically equivalent to their paper versions.
- Test reliability is comparable to last year.
- Items performed without bias for students in all programs of study and for all accommodations.

Warranted accommodations are provided to include as many students as possible in the provincial assessment program. In certain circumstances, it is necessary and fitting for students to be exempted from participation. This is the case when the testing format is not suitable for a student to demonstrate their learning, even with accommodations. For further information, please consult the Provincial Assessment Program: Protocols for Accommodations and Exemptions.
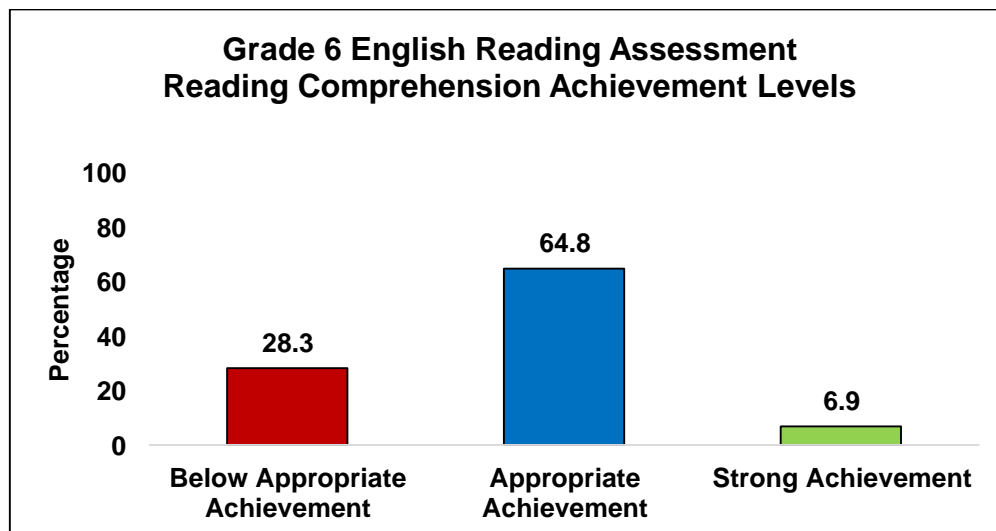
Achievement Results

When calculating the results, the percentage of students with exemptions is counted in the *Below Appropriate Achievement* category. The calculation excludes students who are absent during the assessment administration period.
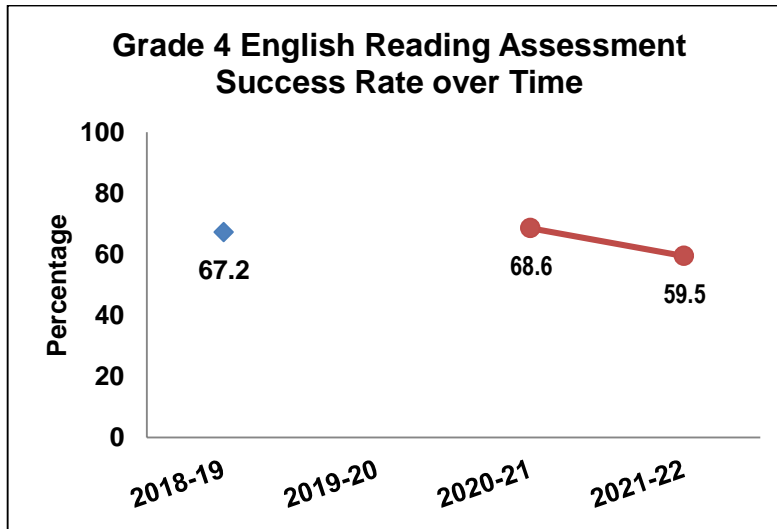
Of the 5200 Grade 4 students registered, 59.5% were successful. As illustrated in the graph below, 40.5% of students were not successful, 53.9% attained *Appropriate Achievement* and 5.6% attained *Strong Achievement*.

**Grade 4 English Reading Assessment
Reading Comprehension Achievement Levels**

Percentage

| Below Appropriate Achievement | Appropriate Achievement | Strong Achievement |
| 40.5 | 53.9 | 5.6 |

Of the 5282 Grade 6 students registered, 71.7% were successful. As illustrated in the graph below, 28.3% of students were not successful, 64.8% attained *Appropriate Achievement* and 6.9% attained *Strong Achievement*.
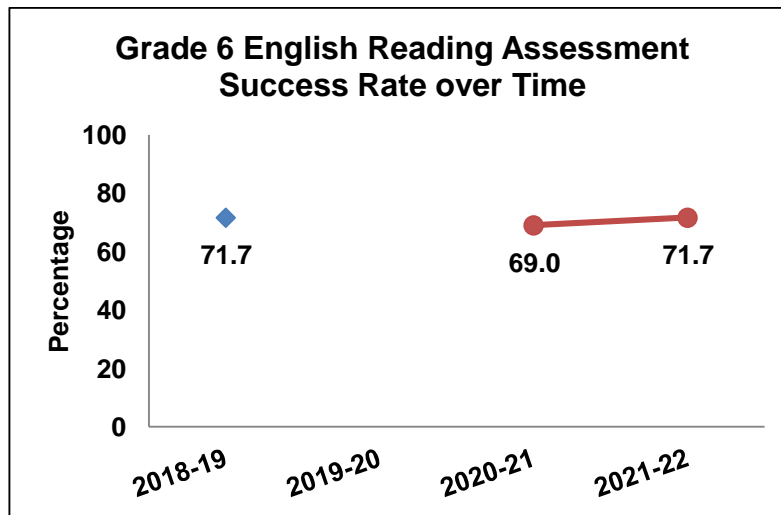
**Grade 6 English Reading Assessment
Reading Comprehension Achievement Levels**

Percentage

| Below Appropriate Achievement | Appropriate Achievement | Strong Achievement |
| 28.3 | 64.8 | 6.9 |

The following graphs include the last historical datapoint alonside the baseline established in 2020-21. Performance of the 2021-22 Grade 4 cohort is not statistically different from that of the 2020-21 cohort.

Grade 4 English Reading Assessment Success Rate over Time

Percentage

- 67.2 (2018-19)
- 68.6 (2020-21)
- 59.5 (2021-22)

2018-19   2019-20   2020-21   2021-22

Performance of the 2021-22 Grade 6 cohort is not statistically different from that of the 2020-21 cohort.

Grade 6 English Reading Assessment Success Rate over Time

Percentage

- 71.7 (2018-19)
- 69.0 (2020-21)
- 71.7 (2021-22)

2018-19   2019-20   2020-21   2021-22

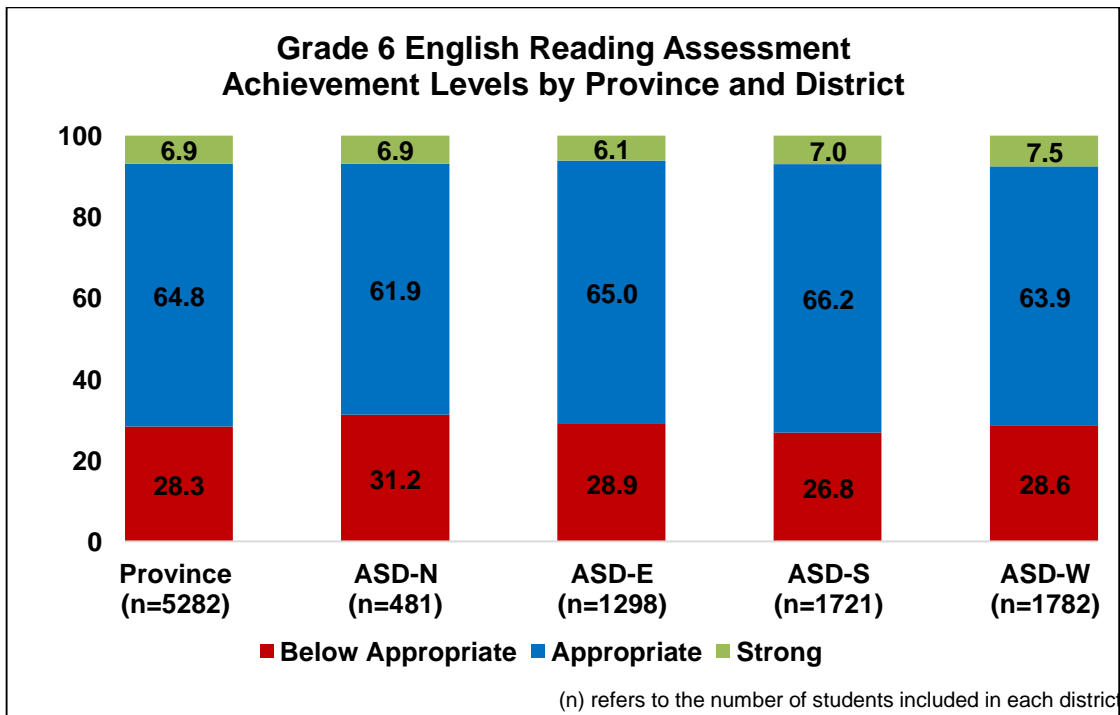The graphs below indicate the success rates for the province and for each school district. District success rates are as follows: ASD-N = 59.7%; ASD-E = 54.4%; ASD-S = 64.7%; ASD-W = 58.0%.

Grade 4 English Reading Assessment
Achievement Levels by Province and District

	Province (n=5200)	ASD-N (n=487)	ASD-E (n=1305)	ASD-S (n=1744)	ASD-W (n=1664)
Strong	5.6	6.4	4.7	6.0	5.6
Appropriate	53.9	53.3	49.7	58.7	52.4
Below Appropriate	40.5	40.3	45.6	35.3	42.0

■ Below Appropriate ■ Appropriate ■ Strong

(n) refers to the number of students included in each district
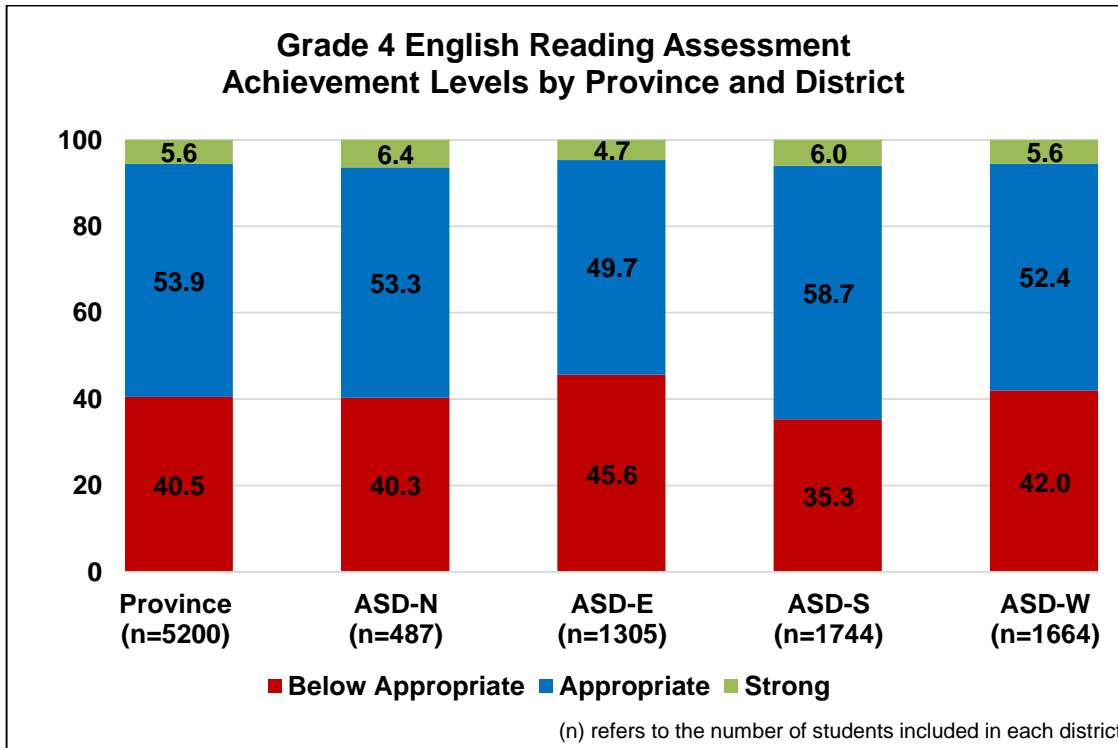
Grade 6 district success rates are as follows: ASD-N = 68.8%; ASD-E = 71.1%; ASD-S = 73.2%; ASD-W = 71.4%.

Grade 6 English Reading Assessment
Achievement Levels by Province and District

	Province (n=5282)	ASD-N (n=481)	ASD-E (n=1298)	ASD-S (n=1721)	ASD-W (n=1782)
Strong	6.9	6.9	6.1	7.0	7.5
Appropriate	64.8	61.9	65.0	66.2	63.9
Below Appropriate	28.3	31.2	28.9	26.8	28.6

■ Below Appropriate ■ Appropriate ■ Strong

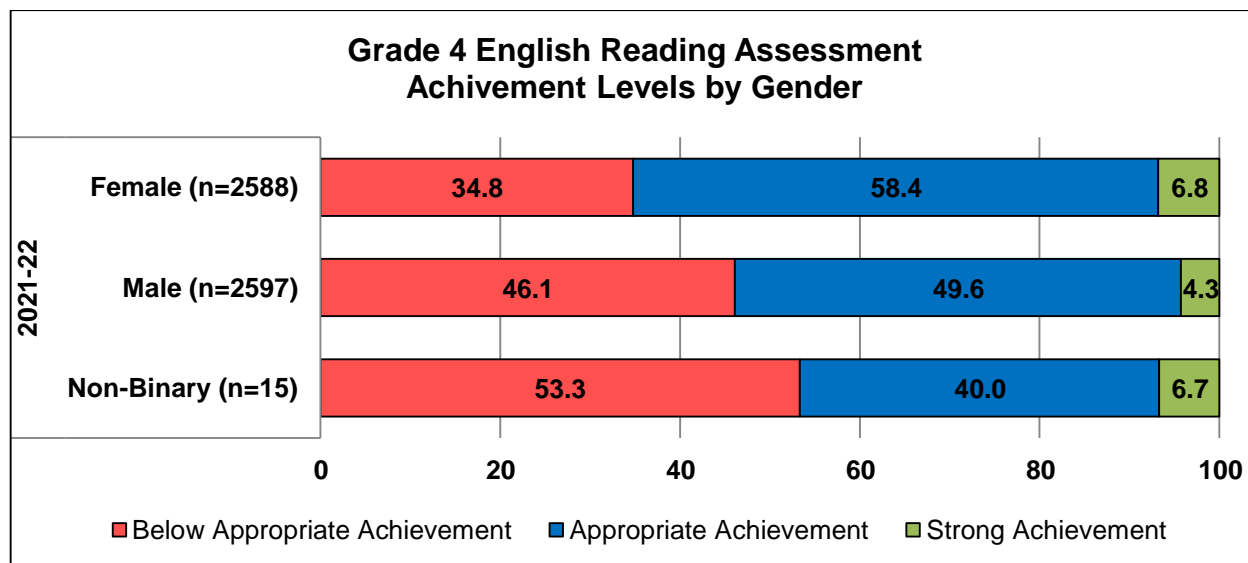(n) refers to the number of students included in each district

Exemption rates for the *Grade 4 English Reading Assessment* are displayed in the table below. The provincial exemption rate increased from 3.4% last year to 4.8% this year.

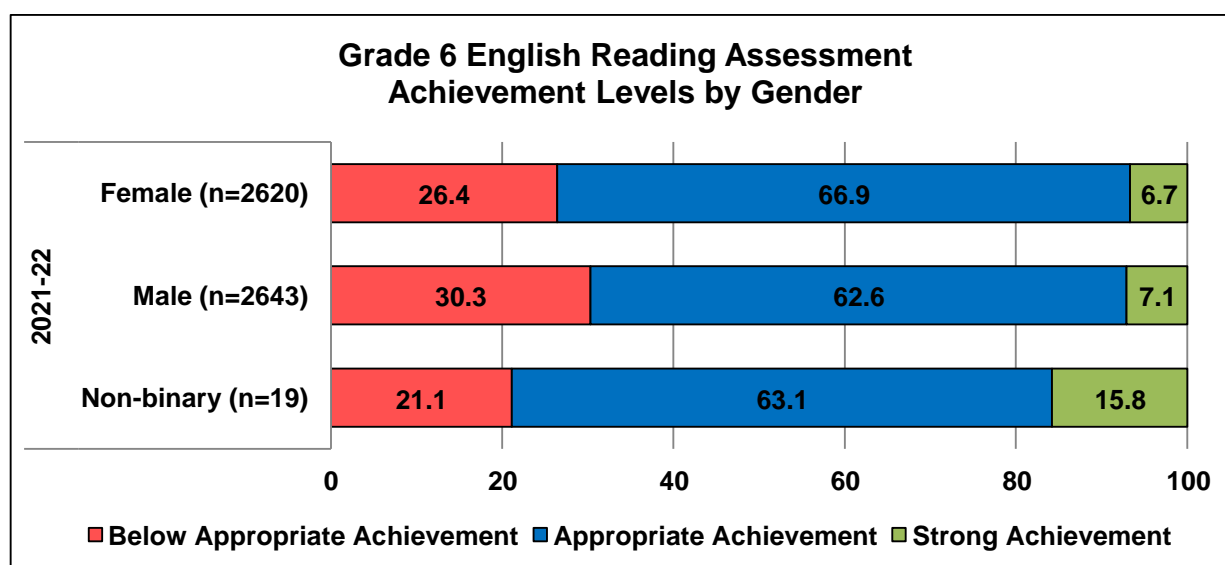| District	Number of Grade 4 Students	Number of Students Exempt	Percent Exempt	Success Rate Excluding Exemptions
Grade 4 English Reading Assessment Exemption Rates				
Province	5200	250	4.8%	62.5%
ASD-North	487	12	2.5%	61.3%
ASD-East	1305	67	5.1%	57.4%
ASD-South	1744	78	4.5%	67.7%
ASD West	1644	90	5.5%	61.3%

Exemption rates for the *Grade 6 English Reading Assessment* are displayed in the table below. The provincial exemption rate increased from 3.0% last year to 3.5% this year.

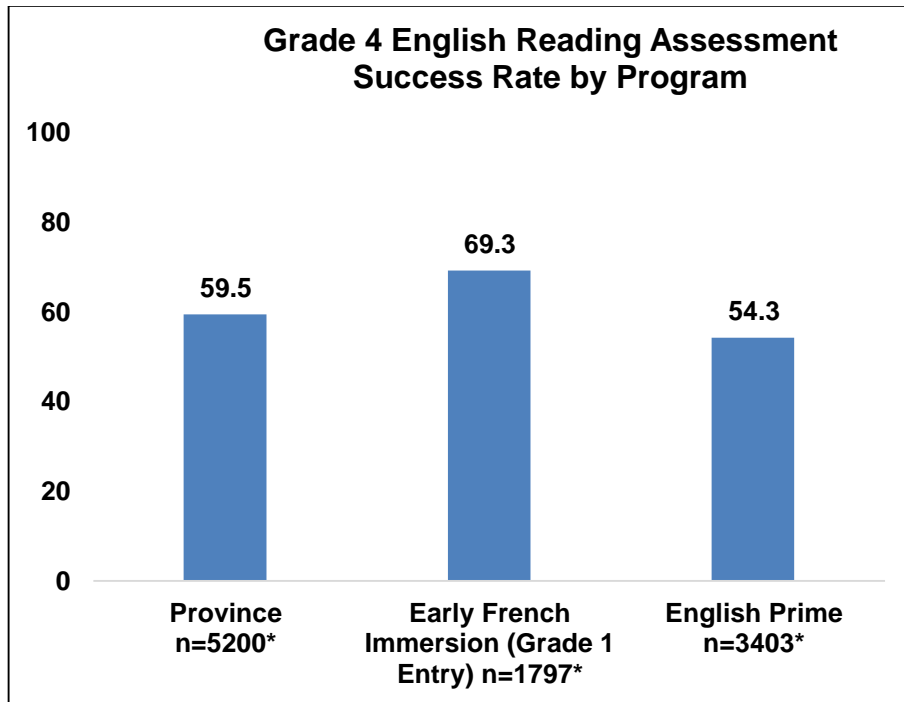| District	Number of Grade 6 Students	Number of Students Exempt	Percent Exempt	Success Rate Excluding Exemptions
Grade 6 English Reading Assessment Exemption Rates				
Province	5282	185	3.5%	74.3%
ASD-North	481	13	2.7%	70.7%
ASD-East	1298	44	3.4%	73.6%
ASD-South	1721	67	3.9%	76.2%
ASD West	1782	62	3.5%	74.0%

The following graphs illustrate achievement levels by gender. Gender designations for this analysis were retrieved from administrative data contained in the provincial Student Information System. Combining *Appropriate* and *Strong* achievement levels, the success rate for Grade 4 students was 65.2% for female students, 53.9% for male, and 46.7% for non-binary students. Although there are few students in the latter group (15), results are included to provide a complete provincial picture and a baseline for anticipated increases in the number of students in this group over time.

**Grade 4 English Reading Assessment
Achivement Levels by Gender**

2021-22

Gender	Below Appropriate Achievement	Appropriate Achievement	Strong Achievement
Female (n=2588)	34.8	58.4	6.8
Male (n=2597)	46.1	49.6	4.3
Non-Binary (n=15)	53.3	40.0	6.7

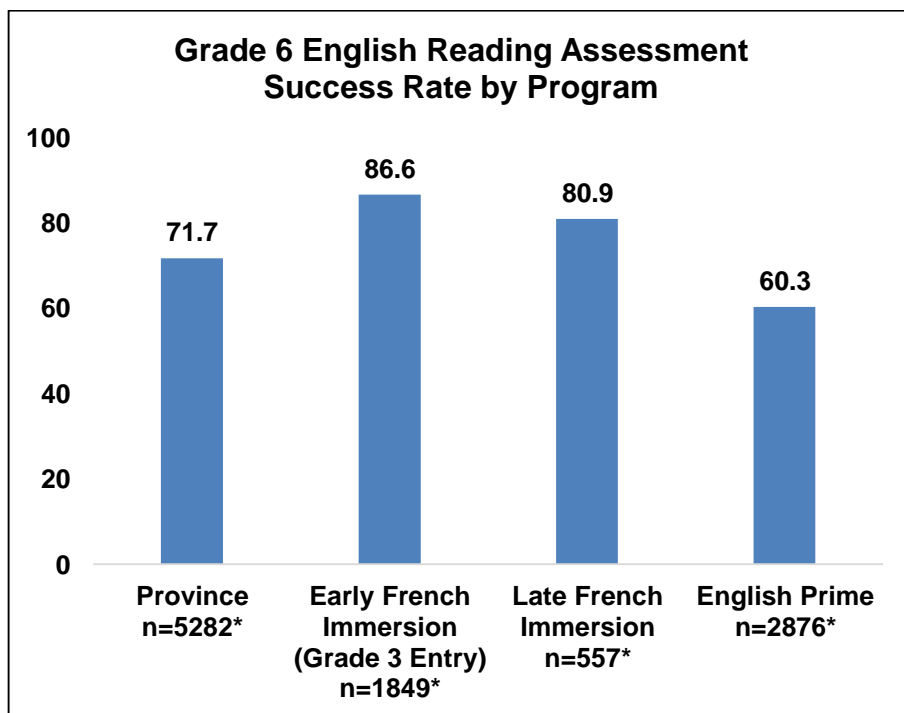■ Below Appropriate Achievement ■ Appropriate Achievement ■ Strong Achievement

Combining *Appropriate* and *Strong* achievement levels, the success rate for Grade 6 students was 73.6% for female students, 69.7% for male, and 78.9% for non-binary students. Although there are few students in the latter group (19), results are included to provide a complete provincial picture and a baseline for anticipated increases in the number of students in this group over time.
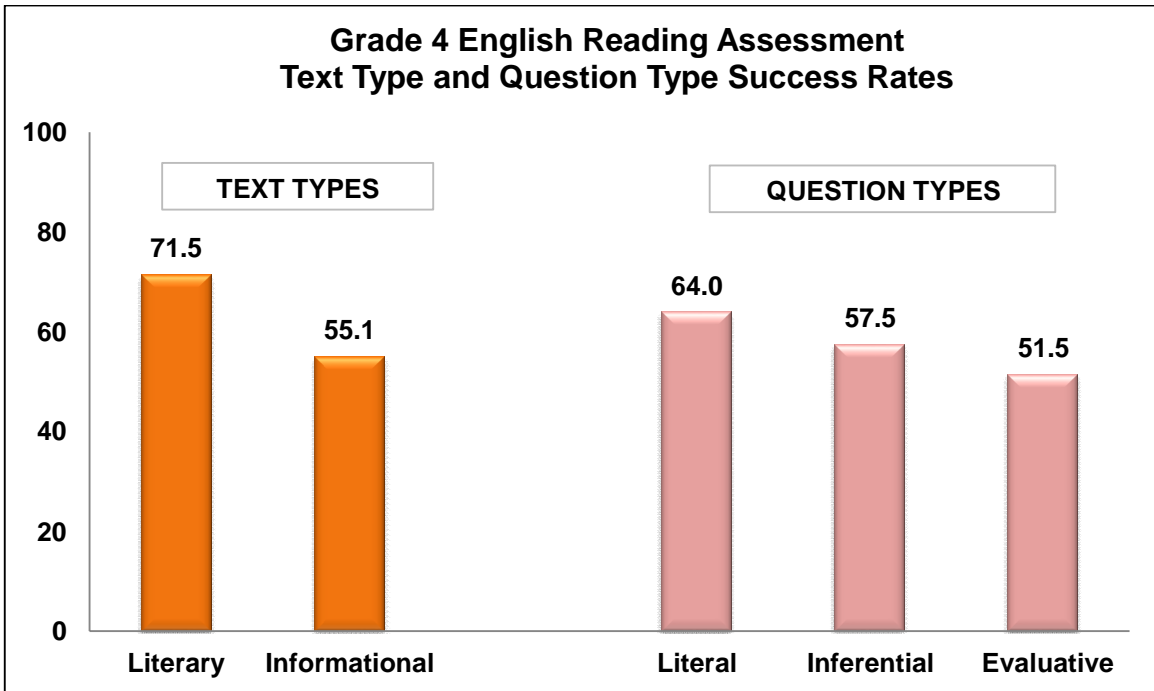
**Grade 6 English Reading Assessment
Achievement Levels by Gender**

2021-22

Gender	Below Appropriate Achievement	Appropriate Achievement	Strong Achievement
Female (n=2620)	26.4	66.9	6.7
Male (n=2643)	30.3	62.6	7.1
Non-binary (n=19)	21.1	63.1	15.8

■ Below Appropriate Achievement ■ Appropriate Achievement ■ Strong Achievement

The graph below indicates the Grade 4 student success rates by language program.

Grade 4 English Reading Assessment Success Rate by Program

Program	Success Rate
Province n=5200*	59.5
Early French Immersion (Grade 1 Entry) n=1797*	69.3
English Prime n=3403*	54.3

The graph below indicates the Grade 6 student success rates by language program.

Grade 6 English Reading Assessment Success Rate by Program

Program	Success Rate
Province n=5282*	71.7
Early French Immersion (Grade 3 Entry) n=1849*	86.6
Late French Immersion n=557*	80.9
English Prime n=2876*	60.3

The assessments include two text types, literary and informational, and three question types, literal, inferential, and evaluative. Overall, Grade 4 student success was higher for literary texts, and they performed best when responding to literal questioning.

Grade 4 English Reading Assessment
Text Type and Question Type Success Rates

TEXT TYPES		QUESTION TYPES		
Literary	Informational	Literal	Inferential	Evaluative
71.5	55.1	64.0	57.5	51.5

Overall, Grade 6 student success was higher for informational texts, and they performed best when responding to literal questioning.
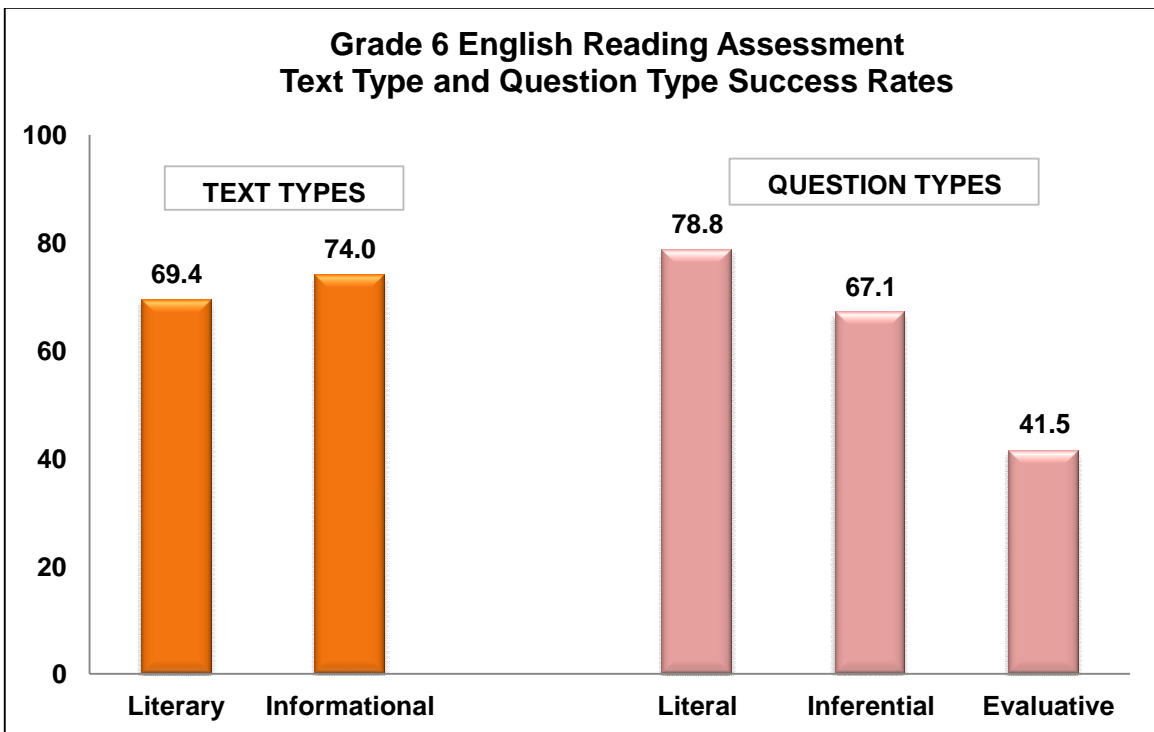
Grade 6 English Reading Assessment
Text Type and Question Type Success Rates

TEXT TYPES		QUESTION TYPES		
Literary	Informational	Literal	Inferential	Evaluative
69.4	74.0	78.8	67.1	41.5

Description of the *Appropriate Achievement* Level
for the *Reading Achievement Standards, <u>End of Grade 4</u>*

<u>Text Type</u>

Literary Texts
- Continuous and Non-Continuous Texts: realistic, fantasy, traditional, historical, mystery

Information Texts
- Continuous and Non-Continuous Texts: informational, biography, autobiography

<u>Question Type</u>

Literal Response

- Respond accurately to most literal questions by selecting and locating relevant details; may omit some key information when skimming a large amount of text.

- Identify most key story elements (e.g., setting, characters, story events, problem/ resolution, theme/lesson) of a narrative text and provide some relevant details; may include some unnecessary information; graphic organizers may be used.

- Distinguish between main idea and supporting details; may use graphic organizers to categorize ideas and make limited "jot" notes.

Inferential/Interpretive Response

- Make logical inferences about a character (his/her actions, feelings, or personality), and story events with some supporting textual details.

- Interpret clear relationships among several ideas to draw conclusions (e.g., cause/ effect, problem/solution), or make comparisons; support responses with some textual details.

- Use context clues, prior knowledge, and reference tools (e.g., dictionary, glossary) to explain the meaning of new vocabulary; provide a reasonable interpretation of words/ sentences used in figurative and descriptive ways.
- Interpret text features (e.g., captions, font, diagrams, maps) and demonstrate an overall understanding of their purpose; may require prompts when graphics are not explained in text.

Personal/Critical/Evaluative Response

- Make some personal connections, relate relevant prior knowledge, and make logical text-to-text comparisons; some connections go beyond the obvious and may be supported with a general explanation.

- Explain and support preferences for, and opinions about, texts, authors, and illustrators, providing some specific details or examples; may include some general or unrelated reasons.

- Recognize some elements of author's style/technique (e.g., figurative language, descriptions); explain how they help the reader; support explanations with personal examples or preference.

- Distinguish between fact and opinion, and identify an author's point of view, using details from the text.
- Identify a variety of text forms (e.g., narrative, report, instructions, explanation, autobiography), including key characteristics (e.g., grouping of ideas) and a form's general purpose.

Description of the *Appropriate Achievement* Level
for the *Reading Achievement Standards, <u>End of Grade 6</u>*

<u>Text Type</u>

Literary Texts
- Continuous and Non-Continuous Texts: science fiction, myths, legends, fantasy, poetry, etc.

Information Texts
- Continuous and Non-Continuous Texts: reports, instructions, biography, memoir, etc.

<u>Question Type</u>

Literal Response

- Respond accurately to most literal questions by selecting and locating relevant details; locate information using a variety of sources.

- Identify most key story elements (e.g., setting, characters, events, problem/resolution, theme/lesson) of a narrative text including most relevant details; explain how events are related to the theme; graphic organizers (e.g., timelines, story maps); summarize key points.

- Identify main idea and supporting details using graphic organizers (e.g., timelines, charts, webs); summarize key points.

Inferential/Interpretive Response

- Make logical inferences about characters (motivations, feelings, or personality), and story events, referring to some relevant textual details; describe relationships between characters and effect on plot or overall theme.

- Interpret relationships among several ideas to draw conclusions (e.g., plot, sequence, cause/ effect, problem/solution), or make comparisons; support responses with some details.

- Use context clues, prior knowledge, and reference tools (e.g., dictionary, glossary) to explain the meaning of new vocabulary/technical terms; provide obvious interpretations of more subtle shades of meaning, and figurative and descriptive language.
- Interpret text features (e.g., headings, subheadings, captions, font, diagrams, maps, keys/legends, cutaways, graphs) and explain how they help the reader understand the text.

Personal/Critical/Evaluative Response
- Make personal connections: compare/contrast with personal experiences/relevant prior knowledge and make logical text-to-text comparisons; many connections go beyond the obvious and can be supported with a reasonable explanation.
- Express and support preferences for, and opinions about particular texts, authors, illustrators, and genres with specific details/examples.
  Recognize some aspects of an author's style/technique (e.g., figurative language, dialect, descriptions); explain how this influences the reader's experience; evaluate author's effectiveness by providing relevant examples.
- Respond critically to texts: recognize language used to manipulate, persuade, or control; detect prejudice, stereotyping and bias.
- Recognize purpose, structure, and features of a variety of text forms (e.g., short story, ballad, report, explanation, persuasive, autobiography, science fiction, fantasy).